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ABSTRACT

This theme issue focuses on instructional practices, evaluation, and the state of bilingual education. "Effective Implementation of Bilingual Programs: Reflections from the Field" (Abelardo Villarreal, Adela Solis) describes the key characteristics of successful bilingual programs: vision and goals; program leadership; linkage to central office staff; program articulation; student assessment and progress monitoring; efficient classroom and school organization; positive classroom and school climate and environment; cross-cultural respect; sufficient and appropriate instructional materials; appropriate instructional strategies; staff selection and development; parent involvement; and accountability. "Showcasing Exemplary Instructional Practices in Bilingual and ESL Classrooms" (Adela Solis) describes instructional strategies from model bilingual programs: classroom demonstrations, team teaching, problem solving, and checking for understanding. "Who Is Teaching the Children? More Trained Bilingual Teachers Are Needed for Excellent Education" (Oanh H. Maroney) addresses the shortage of qualified bilingual and minority teachers. "Evaluating Title VII Programs: An Update of Biennial Evaluations" (Josie Danini Supik) gives an overview of Title VII evaluation reports and resulting program improvements. "The Innovation of Bilingual Education" (Jose A. Cardenas) acknowledges five myths that continue to undermine bilingual education. "Bilingual Education under Attack: Misconceptions Fuel the Fire" (Anna Alicia Romero) documents opposition to bilingual education and efforts to counter opposition in Congress and in California. Activities and goals of the STAR Center Excellence and Equity through Technology Network institute are described in "The EETNet Institute: Building Technology Planning Endurance" (Miguel Guhlin). "National Testing Update" reviews the proposed national testing program's possible impact on limited-English-proficient students. Contains references and Web site resources. (SAS)

E. GARZA

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IDRA Focus:

BILINGUAL EDUCATION



IDRA Newsletter

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bilingual classrooms*
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- ◆ *The state of bilingual education*
- ◆ *A checklist for effective programs*

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EFFECTIVE IMPLEMENTATION OF BILINGUAL PROGRAMS: REFLECTIONS FROM THE FIELD

Abelardo Villarreal, Ph.D. and Adela Solis, Ph.D.

Good bilingual programs upgrade the quality of instructional programming for limited-English-proficient (LEP) students, while at the same time providing a quality instructional program that embraces bilingualism as an advantage. Research has shown that campuses with such bilingual education programs are successful for all students. Research has also identified characteristics that appear to be present in the majority of successful campuses.

The purpose of this article is to briefly describe the lessons IDRA has learned from the research and in working with numerous bilingual education programs for many years. These lessons are described as reflections on key characteristics and are clustered around 13 major areas (see checklist on Page 12).

Vision and Goals

This area is of utmost significance when the stakeholders (administrators, teachers, parents and students) provide the connection between vision and action and constantly remind themselves of the importance of keeping these links "alive."

Peter Senge reminds us that "our vision is an image of what we want to become" (1990). Only action in relation to that vision can create the reality of successful bilingual education programs within all schools.

Program Leadership

This second area refers to the priority and importance that bilingualism is given at all levels of the school organization. Leadership occurs at all levels. Students provide leadership by aspiring to become bilingual. Parents become community voices

and create a support network that sustains and nurtures the valuable role schools play in promoting bilingualism. Teachers create learning opportunities for children to experience the benefits of bilingualism. Administrators are the pro-active and informed voices in the community responsible for orchestrating the resources that make bilingualism a reality on a school campus. The absence of leadership on a campus dooms the bilingual program to distress and, ultimately, to failure.

Linkages to Central Office Staff

A feeling of "loneliness in the wilderness" is evident on a school campus that strives to implement an effective bilingual education program when everyone knows that the central administration is ambivalent and provides little or no support for the program. It is even worse when the central administration is antagonistic and misinformed about the benefits of the program.

Our experience in working with a number of schools reveals that campuses operating in this environment must generate strength from within and must make an extraordinary effort to celebrate publicly their successes with the community. The message is that support from central administration can facilitate and accelerate the success of the bilingual education program.

Program Articulation

The key to program success is clear articulation of the components by everyone involved. Campus stakeholders must understand and "buy into" the critical elements of the bilingual program. Many successful

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**BILINGUAL EDUCATION UNDER
ATTACK: MISCONCEPTIONS**

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SEPARATING FACT FROM FICTION:

A LOOK AT MISCONCEPTIONS ABOUT BILINGUAL EDUCATION

Fiction: "It is un-American to teach children in any language other than English."

Fact: America needs bilingual education to produce educated, well-informed citizens.

Fiction: "Bilingual education maintains people's native languages at the expense of our common language."

Fact: The most effective way to teach English to children who speak another language is through an adequate bilingual education program. Bilingual education teaches English to children and gives them a chance to practice it while they also learn subjects like math and science. Children do not have to waste time in class or wait until they learn English well to begin learning about numbers or about what plants need in order to grow.

Fiction: "Bilingual education is too expensive."

Fact: Bilingual education is an investment that pays off in terms of schools that are teaching more efficiently and taxpayer money that is saved. For example, in 1996-97 Texas spent \$3,510 per child for basic education. An additional \$230 was spent for each child in a bilingual program. That amounts to less than 1 percent of the state's education budget.

Fiction: "Bilingual education erodes national unity."

Fact: Bilingual education strengthens American democracy and global competitiveness. It creates opportunities for children to learn more efficiently so they can participate fully in our society's social, economic, political and educational arenas.

Fiction: "Our common use of the English language is what binds us together as Americans. Using other languages will change our American identity."

Fact: The American principles of democracy, liberty and freedom of speech are hallmarks of American values so treasured by our founders that they are protected by the U.S. Constitution and the Bill of Rights. These are the foundation of our national unity.

Fiction: "Bilingual education keeps families and schools apart. It keeps families from learning English and integrating into the dominant culture."

Fact: Bilingual education supports family unity and interaction while connecting families to schools and communities. It acknowledges the home language so that the child becomes a bridge between the home and the dominant culture.

Fiction: "Bilingual education does not affect the average citizen. There are no costs associated with the lack of effective bilingual education programs."

Fact: Bilingual education helps to create an educated workforce. Language is a resource. Productive citizens equal a productive economy, which is in the best interest of all of us.

From IDRA's Class Notes series (Nos. 1-5, 1996 and 1997). Full copies available from IDRA (210/684-8180) or via IDRA's web site (www.idra.org).

SHOWCASING EXEMPLARY INSTRUCTIONAL PRACTICES IN BILINGUAL AND ESL CLASSROOMS

Adela Solis, Ph.D.

Effective implementation of bilingual education can be defined along a number of program dimensions, such as program goals, classroom organization and classroom instruction. It can also be defined in terms of a number of "excellence" indicators such as innovative practices, quality staff and high standards (Berman et al., 1995; Garcia, 1988). Schools that are considered "exemplary" employ innovative practices in all program dimensions, but most importantly these practices occur in the classroom where students are most directly impacted.

Bilingual teachers who aspire to be exemplary want to know "how" and "what" the experienced, effective teachers teach their limited-English-proficient (LEP) students. Most want to view the classroom instruction firsthand, but that is not always possible (Zehler, 1994; Solis, 1989). Research and professional development literature that describes promising practices has emerged (see resources). The literature attempts to answer such questions as: What do I do? How do I do it? and How do effective teachers help their LEP students succeed?

A wide range of strategies exists. Many of the strategies are research-based, which means that their use has been systematically observed in many classrooms and/or formally and substantially described by teachers. These practices have been documented in professional literature for at least 10 years (Berman, et al., 1995; Collier, 1995; Garcia, 1988; Solis, 1989). The strategies that have been observed or shared work effectively as generalized models because the classrooms that researchers studied serve students who are fairly typical of LEP students nationwide.

In order to show bilingual education and English as a second language (ESL) teachers what exemplary classrooms look like and how effective teachers structure and direct learning, this article describes a small portion of the instructional strategies showcased in various publications. Specifically, the descriptions focus on how teachers employ research-based strategies known to be successful with LEP students.

Collier identifies several major strategies as having impact on the language and academic development of LEP students:

- highly interactive classrooms,

- problem-solving activities, and
- discovery learning through thematic experiences across the curricula (1995).

Zehler mentions these and others:

- a predictable environment,
- active participation in meaningful and challenging tasks, and
- support for understanding (1994).

Both Garcia and Collier identify first language and literacy development as an innovative (and necessary) strategy for LEP student success (1988; 1995).

Below are a few examples of how teachers use these strategies in their classrooms.

Example 1:

Spanish Language Science and Math Class

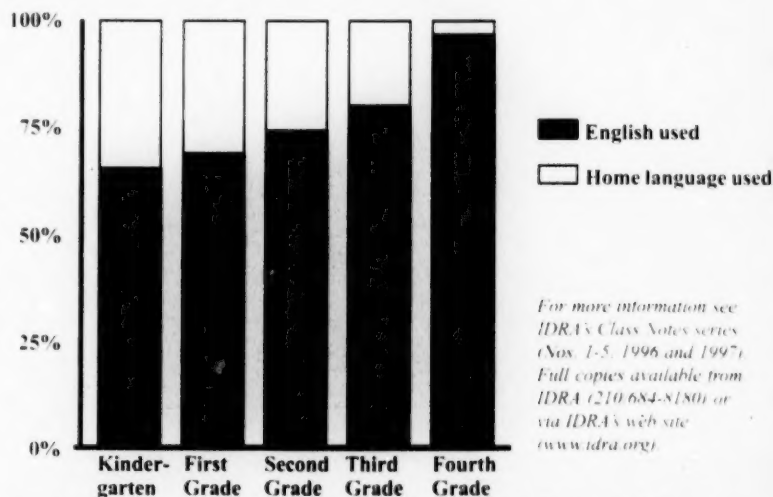
Most of the students in the classroom are Hispanic from Mexico. All are LEP and exhibit Spanish skills that range from being well-grounded orally to being fully literate. The classroom is uncluttered, and furniture is arranged so that students can easily see the teacher and each other. The teacher stands at the front of the room; 24 students sit at tables of four arranged in a semicircle facing the teacher.

This is a science lesson devoted to levers. The teacher leads a discussion totally in Spanish about how simple machines work, explaining forces, fulcrums and levers. Using a wooden pole, she shows how pushing on one end enables her to raise the other and engages the class in a discussion of the principle she has just illustrated. When the discussion shows signs of lagging, she quickly goes on to demonstrate other types of levers by moving a table with the wooden pole and sweeping a broom across the floor. All of the items she uses to demonstrate the lesson are large and easily visible from any point in the room.

The teacher then makes a quick transition to the next lesson, which deals with the connection between simple machines and the body. She encourages students to talk about the jaw and to compare chewing to a nutcracker and to arms and lifting. She asks open-ended questions, and students do most of the talking. Students quickly get the point and eagerly introduce new ideas about the relationship of body motions to the principle of levers. Students who speak support ideas and respond respectfully to the views of others. All discussion is in Spanish.

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PERCENT OF THE TIME ENGLISH IS USED IN BILINGUAL EDUCATION CLASSROOMS



For more information see IDRA's Class Notes series (Nos. 1-5, 1996 and 1997). Full copies available from IDRA (210.684.8180) or via IDRA's web site (www.idra.org).

Source: National Academy of Sciences, Assessing Evaluation Studies: The Case of Bilingual Education. Panel review of two Department of Education studies (Washington, D.C.: National Academy Press, 1992).

Next, the teacher asks students to write. Specifically, she directs them to select one of three body parts – jaw, wrist or arm – to draw and to describe how it works, how it serves us in life, and what life would be like without it. She instructs students to use all of the scientific terms they have learned. The writing can be in either Spanish or English. The class needs a little prompting and quickly falls silent as they focus on their written work. Most students write in Spanish; some in English.

Highlights of the Lesson

- Instruction, including the use of scientific terms, is conducted exclusively in Spanish. *Use of the primary language* enables students full access to essential scientific concepts.
- The teacher uses *demonstrations* to stimulate discussion.
- The teacher *solicits student input* and lets students introduce new topics related to the lesson.
- The teacher fosters language development by *incorporating writing* into the science lesson (McLeod, 1996).

Example 2: Team Teaching

Second grade LEP and English-only students have worked together with this team of bilingual teachers since kindergarten. A large classroom is divided into activity areas defined by open bookshelves. There are signs in English (in black) and in Spanish (in red). The teachers are teaching the writing process with "Writer's Workshop."

One teacher brings together the English-speaking students for a mini-lesson on English words that begin with "spr." He asks students to volunteer words that begin with "spr" and to define them. The other teacher gathers the Spanish-speaking students to think of English words that begin with "th." She writes them on the board as the students respond.

Splitting students this way enables the teachers to specialize instruction when necessary. Here the English speakers study the relatively hard-to-pronounce words beginning with "spr," while LEP students tackle the unfamiliar "th" sound, which is not used in Spanish.

Later, students pull down document boxes containing their writing materials and select the space where they want to work. They work alone, in pairs and in groups of three. Together, the teachers explain the

goal: Each student is to produce a book. On a chart or on an easel, the steps of the writing process are written down:

1. Write draft number one.
2. Conference with self.
3. Conference with friend.
4. Revise copy.
5. Teacher edits, teacher signs.
6. Write final copy in book form.

Students work by themselves for 90 minutes with minimal intervention from the teachers.

Next, teachers work individually with students 10 to 15 minutes at a time, reviewing their stories and offering suggestions. One teacher helps an LEP student, alternating between English and Spanish. She clarifies vocabulary and syntax and asks the student to explain the story (for comprehension) in English and in Spanish. She then asks the student to rewrite the story in English.

Highlights of the Lesson

- There are *flexible work groups* to help students accomplish specific learning goals.
- Teaching *LEP and English-only students together* helps them learn from one another. Separating them for specific purposes enables teachers to tailor language learning according to needs.
- Substantial *blocks of time are set aside for writing*, which permits natural writing development.
- *Teacher conferencing* with individual students enables deep and meaningful interaction.
- The writing approach, "Writers' Workshop," leads to highly *interactive and individual learning* opportunities simultaneously. It leads students to discover that writing is a form of communication, not just a skill (McLeod, 1996).

Example 3: Problem Solving

Two instructors teach ESL to students representing mixed levels of English language competency, from "pre-production" to "intermediate fluency." The teachers use problem solving spontaneously to get students to find solutions to possible and actual problems. A problem-solving task is typically assigned for cooperative groups to work on. One teacher works with middle school students. She asks about an issue that leads to a statement of a problem: "How many languages are spoken in this classroom? What might happen if everyone spoke only in their native language? Could we

COMING UP!

In February, the
IDRA Newsletter
focuses on
migrant education.

communicate with each other? Is this a problem? What can we do?"

The other teacher works with upper elementary students. He culminates a series of lessons on the topic "city" by asking questions relative to the characteristics of cities: "What things are found in the city? Given what you know about cities, are these certain locations cities or not?" Students work in small groups reviewing and comparing information they learned about cities to try and solve the problem. They prepare to defend their responses to the teacher.

Highlights of the Lesson

- Students are asked to work with *real world situations*, including situations in their immediate classroom environment.
- *Active participation* is required in order to complete the assigned tasks.
- *Tasks are challenging* since students have to apply what they learn while, at the same time, making judgments of their own.
- *Challenging tasks are sheltered* since students do not have to work alone but in groups, and the teacher provides ample guidance (Solis, 1989).

Example 4: Checking for Understanding

This is a bilingual class of kindergarten-through-fifth-grade students. This teacher works with students who are mostly at a "speech emergent" and "intermediate fluency level." A few are at a "pre-production" or "early production" level. She directs the technique of "checking for understanding" to these few students, but she feels all students benefit equally. She teaches a social studies lesson using "sheltered" techniques to make concepts comprehensible.

First, she uses pictures related to facts about California to place the information in a context. Second, she uses the technique of "checking for understanding" through "yes-no" and "if-then" questions. With these questions she asks students to respond verbally

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Showcasing - continued from page 4

or nonverbally by raising their hands or fingers. For example, she says, "California is a state. California was first settled by the Spanish." Then she checks for comprehension by saying: "If you live in the state of California raise one finger. If you live in the state of Mexico raise two fingers." She then asks, "Is California a state? Is Mexico a state?"

Highlights of the Lesson

- The lesson format has *built-in strategies* to ensure that input (concepts and ideas) is comprehensible.
- The behavior students are asked to exhibit is *meaningful and fun*. In addition, the behavior is explicit and predictable (Solis, 1989).

I have showcased these instructional strategies because they address general and specific needs of LEP students in that they stimulate, expand, support and lead stu-

dents to achieve at maximum levels of language and academic proficiency. Bilingual teachers who aspire to be exemplary are invited to examine these methods further as well as the multitude of other resources available in the literature listed below.

Resources

- Collier, V.P. "Acquiring a Second Language for School," *Directions in Language Education* (Washington, D.C.: National Clearinghouse for Bilingual Education, Fall 1995) Vol. 1, No. 4.
- McLeod, B. "School Reform and Student Diversity: Exemplary Schooling for Language Minority Students," *NCBE Resource Collection Series* (Washington, D.C.: National Clearinghouse for Bilingual Education, February 1996).
- Zehler, A.M. "Working with English Language Learners: Strategies for Elementary and Middle School Teachers," *NCBE Program Information Guide* (Washington, D.C.: National Clearinghouse for Bilingual Education, Fall 1994) Number 19.

Sources for Exemplary Uses of Instructional Strategies

- Berman, P., Minicucci, C., McLaughlin, B., Nelson, B. and Woodworth, K. *School Reform and Student Diversity: Case Studies of Exemplary Practices*

for LEP Students (Santa Cruz, Calif.: National Center for Research on Cultural Diversity and Second Language Learning, 1995). Available from NCBE 1-800-321-6223 or <http://www.ncbe.gwu.ncbepubs>.

- Garcia, E.E. "Effective Schooling for Language-Minority Students," *NCBE New Focus: Occasional Papers in Bilingual Education* (Washington, D.C.: National Clearinghouse for Bilingual Education, Winter 1988) Number 1.
- Lein, L. and J.F. Johnson, M. Ragland. *Successful Texas Schoolwide Programs: Research Study Results*. (Austin, Texas: Charles A. Dana Center at the University of Texas at Austin, October 1996).
- Reyes, P. and J.D. Scribner. *Effective Border Schools Research and Development Initiative* (Edinburg, Texas: Education Service Center, Region I, 1995).
- Solis, A. *Use of the Natural Approach Teaching Model: Application of Second Language Acquisition Research by Teachers of Limited-English-Proficient Students* (Ann Arbor, Mich.: UFI [University Film International], 1989) Available from 800-521-0600.

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HIGHLIGHTS OF RECENT IDRA ACTIVITIES

In October, IDRA worked with **10,874** teachers, administrators, parents and students through **135** training and technical assistance activities and **141** program sites in **12** states plus the United Kingdom. Topics included:

- ♦ *La Lectura Sin Fronteras* (Reading without Borders)
- ♦ Magnet School Desegregation
- ♦ Cooperative Learning
- ♦ *Project FLAIR (Focusing on Language and Academic Instructional Renewal)*
- ♦ Exploring Performance Based Assessment in the ESL Classroom
- ♦ *Families United for Education* parent conference

Participating agencies and school districts included:

- ♦ Northeast ISD, Texas
- ♦ Questa Public Schools (PS), New Mexico
- ♦ Blackwell PS, Oklahoma
- ♦ Alice ISD, Texas
- ♦ Farmington PS, New Mexico
- ♦ Headstart, Boerne, Texas
- ♦ Ft. Worth ISD, New Mexico

Activity Snapshot

IDRA is working directly with parents and community groups through the national *Mobilization for Equity* project, funded by the Ford Foundation and the National Coalition of Advocates for Students (NCAS). Among the activities for fostering parent leadership development is assisting the participating network of parents in planning a city-wide conference for other parents. The latest conference was held in October in San Antonio with parents serving as presenters and facilitators on topics such as students' rights in schools, helping your child improve test scores, and education policy issues. A panel of teenagers also led a session giving their perspective on education. Afterwards, the parent planning group members got together to debrief, discuss lessons learned and begin goal-setting for the next year.

Regularly, IDRA staff provides services to:

- ♦ public school teachers
- ♦ parents
- ♦ administrators
- ♦ other decision makers in public education

Services include:

- ♦ training and technical assistance
- ♦ evaluation
- ♦ serving as expert witnesses in policy settings and court cases
- ♦ publishing research and professional papers, books, videos and curricula

For information on IDRA services for your school district or other group, contact IDRA at 210-684-8180.

WHO IS TEACHING THE CHILDREN?

MORE TRAINED BILINGUAL TEACHERS ARE NEEDED FOR EXCELLENT EDUCATION

Daniel H. Maroney

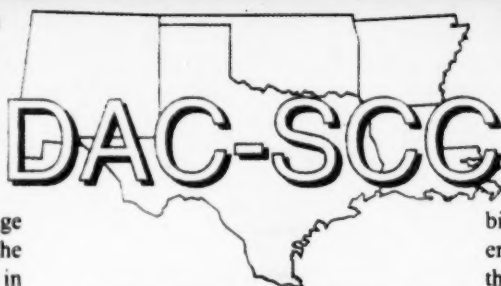
Fair and equitable education involves being taught by individuals who are properly trained and certified to teach them. But the number of certified bilingual education teachers is not adequate for the number of limited-English-proficient (LEP) students enrolled in U.S. schools. Also, the percentage of minority teachers does not reflect the percentage of minority students enrolled in the nation's public schools. Minority teachers comprised 13 percent of teachers, and minority students comprised 32 percent in 1993-94 (Henke, 1996).

Student Population

According to 1990 figures from the U.S. Census Bureau and the Council of Chief State School Officers, nearly one-third of all children under 18 are from ethnic or racial minority groups. About 7.6 million students belong to culturally distinct groups that may speak a dialectical variant of standard English. An additional 5.8 million students come from homes in which the primary language is not English (McLeod, 1994).

Texas and California each have more than 1 million LEP students. While immigration contributes to the number of LEP children in public schools, only 6 percent of the students in the United States are immigrants; three-quarters of all LEP students under the age of 15 were born in the United States (McLeod, 1994).

There were 46.6 million students enrolled in school in the United States in 1993-94 (Henke, 1996). Of this number, about 89 percent (41.6 million) were enrolled in public schools. Minority students accounted for 32 percent of elementary and secondary school students; African American students comprised 16 percent, Hispanic students comprised 12 percent, Asian and Pacific Islander students comprised 3 percent, and Native American students comprised 1 percent. Students with limited English proficiency comprised 5 percent (2.1 million) of the public school population (Henke, 1996). Statistics show that minority students and those from low-income families are considered more at risk of poor school outcomes, yet they are becoming an increasing share of the population (NCES, 1997).



By 2005, the school-age population of White students will likely have declined by 3 percent, while an increase will be experienced by African American students (8 percent), Hispanic students (30 percent), Asian and Pacific Islander students (39 percent) and Native American students (6 percent) (Annie E. Casey Foundation, 1997).

Bilingual Education and LEP Students

Almost 30 years ago, Texas senator, Ralph Yarborough, and others saw the need for action to be taken to ensure equitable opportunity and educational success of LEP students in public schools, particularly in the Southwest. As a result, the *Bilingual Education Act of 1968* was enacted through which Congress provided supplemental funding to school districts in order to establish programs for low-income students with limited English proficiency.

Later, the *Bilingual Education Act of 1974* removed the stipulation that the children served must come from low-income families. It more explicitly defined bilingual education as instruction in English and the child's native language to the extent necessary for the child to make effective progress.

The logic behind bilingual education is to develop literacy in the child's primary language, building knowledge upon the foundation that the child brings to school. Those skills and competencies may then be more contextually applied to the child's acquisition of the English language.

Bilingual education involves more than simply translating words from one language to another or giving students a "sink or swim" course in the English language. IDRA has stated before:

A good bilingual education program...enhances the learning of English and subject matter. Bilingual education teaches English to children

and gives them a chance to practice it while they also learn subjects like math and science (IDRA, 1996).

The purpose of bilingual education is to promote literacy and success in school for students whose first language is not English. The practicality of good bilingual education programs is that they encourage schools to adjust to the student—that his or her primary language and cultural knowledge are incorporated into content instruction—rather than forcing the student to adjust to the demands of a standardized curriculum.

Kenneth Johnson elaborates:

The curriculum assumes that every child who enters school has a middle-class orientation and a middle-class background of experiences. Since the culturally [different learner] has neither, the standard curriculum operates against him from the first day he enters school. To make matters worse, many classroom teachers often demand that the culturally [different learner] adhere to the expectations of the curriculum. If the child doesn't, he is made to feel that something is wrong with him. The problem is: change the child, or change the curriculum (1970).

Bilingual education has long been debated in some circles. Much of the debate stems from a lack of understanding of the purpose and methodology of bilingual education. Despite the fact that bilingual education programs are offered in numerous schools across the country, they have not been given the proper attention necessary to be effective. As a result, LEP students are more likely to drop out of school than are their counterparts whose first language is English. They drop out not because English is not their first language but because LEP students are not being served appropriately by schools.

Too many LEP students are not given enough grounding in their primary language to succeed in an all-English environment. Left unarmed with basic knowledge and skills in their first language and inept in English, many of these students find themselves alienated in public schools.

Statistics show that of the 9.5 million

Who is Teaching - continued on page 7

15- through 24-year-olds enrolled in school in 1994, 500,000 left without successfully completing high school (McMillen, 1997). While African American and Hispanic students drop out of school at higher rates than do their White counterparts, Hispanic students have the highest dropout rate among all ethnic groups (30 percent).

Only about one-quarter of Hispanic LEP youths received some ESL instruction in school, but 57 percent of these youths dropped out. And, 72 percent of Hispanic LEP youths who received no ESL instruction dropped out (NCES, 1997).

For many youths, success in school can be facilitated by improving their access to quality bilingual education programs. However, bilingual education programs face numerous challenges that impede their progress and effectiveness. Aside from the various myths and misunderstandings that exist about bilingual education, the challenge that most affects the survival of bilingual education and the children who benefit from it is the corps – or lack thereof – of certified, well-trained bilingual education teachers.

Shortage of Qualified Teachers

As noted previously, there is not a

proportionate representation of minority and bilingual education teachers when compared to those student populations in U.S. schools. One factor that contributes to this is the number of college degrees conferred upon minorities.

The U.S. Census Bureau estimates that the population count in 1994 was 260,372,000. Minorities comprised 26.1 percent of the population (1997). Of a total 1,165,973 bachelor's degrees awarded in 1994, only 17 percent were granted to minorities, and 13 percent of master's degrees were awarded to minorities. In the field of education, minorities earned only 10.7 percent of the total number of bachelor's degrees and 13.1 percent of the total number of master's degrees awarded (Carter and Wilson, 1997).

White students earned college degrees at a rate that is somewhat consistent with their proportion of the population. They comprised 74 percent of the population in 1994 and received 80 percent of the bachelor's degrees and 75 percent of the master's degrees during that year. However, the percentage of bachelor's and master's degrees earned in 1994 falls well below each ethnic group's proportion of the population among all minority groups,

except for Asian and Pacific Islander students.

Furthermore, according to data from the National Center for Education Statistics (NCES), fewer public schools offer bilingual education programs. This decline has taken place over a period of seven years from 1987 to 1994: 20.0 percent in 1987-88, 18.8 percent in 1990-91, 17.8 percent in 1993-94 (Henke, 1996).

However, as the number of bilingual education programs has been decreasing over the years, the number of students qualified for these programs has continued to increase. In 1994, 39 percent of all teachers had LEP students in their classes, yet only 28 percent of the teachers with LEP students received any training for teaching LEP students (Henke, 1997). For the 2.1 million LEP students in classrooms across the nation, the majority received daily instruction from an individual who had not been properly trained or certified to teach them.

In Texas in 1995-96, minorities comprised 54 percent of the student population. Hispanic students accounted for 37 percent of the total number of students. Of the 70,064 student increase from 1993-94 to 1995-96, 71 percent of students were Hispanic (TEA, 1997).

Of the 3.7 million students enrolled in Texas public schools, only 11 percent were enrolled in bilingual education or ESL programs (TEA, 1997).

The Texas Education Agency (TEA) reports that in the same year, 240,371 teachers comprised 52 percent of the total staff count. Approximately 23.9 percent of these teachers were minorities: 8 percent were African American, 15 percent were Hispanic, 76 percent were White, and 1 percent were classified as "other." There were 16,826 teachers assigned to 411,429 students enrolled in bilingual and ESL programs across the state in 1995-96 (TEA, 1997). While this is equivalent to about a 24-to-1 student-teacher ratio, these numbers are problematic because the distribution of teachers is not consistent with the distribution of students enrolled in bilingual and ESL programs.

IDRA senior research associate, Roy Johnson, gives an example of the demand for bilingual education teachers in Texas: 1,200 new bilingual certified or endorsed teachers will be needed per year over the next few years to staff the state's bilingual education classes. Over the last five years, a total of 2,177

Who is Teaching - continued on page 8

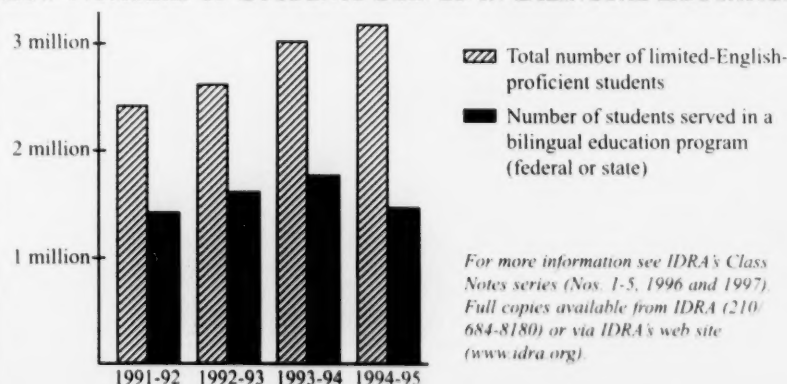
DID YOU KNOW?

LOW FUNDING LEVELS FOR BILINGUAL EDUCATION

MOST BILINGUAL EDUCATION PROGRAMS SUFFER FROM INADEQUATE FUNDING. TEXAS, FOR EXAMPLE, SPENDS ONLY ONE-THIRD OF WHAT IS NEEDED TO HAVE EFFECTIVE BILINGUAL PROGRAMS.

Source: Intercultural Development Research Association, *Bilingual Education Cost Analysis* (Texas, Utah and Colorado)

LOW NUMBERS OF STUDENTS SERVED IN BILINGUAL EDUCATION



Source: Macia, R.F. and C. Kelly. *NCBE Summary Report of the States' Limited English Proficient Students and Available Educational Programs and Services 1994-1995* (Fairfax, Va.: The George Washington University, 1996).

bilingual endorsements have been issued (1993).

This reflects an average increase of only 435 per year, about one-third of what is needed.

Moving Toward Equity for All Students

Despite the legislation that exists to provide public school students with equitable educational opportunities, that ideal has yet to be realized for low-income, minority and language-minority students. While some monies are allocated to fund educational services for these students, success has not yet been achieved for two primary reasons.

The first reason is that the money designated to educate special population students is not adequate. Millions of students enrolled in public schools are considered to be at risk because of their parents' socio-economic status or their limited English ability.

The second reason is that these monies alone cannot solve the inequities that exist. Of course, improving the learning environment and providing students with the necessary resources to learn (e.g., textbooks, adequate facilities) is a necessary and positive thing. However, even in a perfectly furnished classroom, students cannot learn effectively unless they are provided with an individual who is knowledgeable in the curriculum and properly trained to teach

LEP students. Along with the need for more bilingual education programs in the country's public schools, the quality of existing programs needs very much to be improved.

We are experiencing a steadily growing population of minority students in public schools. This poses a challenge. We must seriously consider how we can appropriately educate the soon-to-be majority population of minority students. We must consider the factors that facilitate successful school participation for *all* students. We must consider better ways to provide *all* students with the necessary resources and tools for learning. We must demand that *every* student be placed in a healthy learning environment where he or she receives instruction from an individual who is trained.

Equity is merely a concept. It requires desire, will power, commitment and hard work to be realized. We have talked about equity in educational opportunity for far too long. Until we, as a nation, decide that we *really* want to achieve equity for *all* children, we will continue to neglect millions of students who enter public schools each year.

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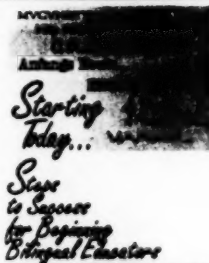
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EVALUATING TITLE VII PROGRAMS: AN UPDATE OF BIENNIAL EVALUATIONS

by Josie Danini Supik, M. A.

In October of 1997, the U.S. Department of Education's Office of Bilingual Education and Minority Languages Affairs (OBEMLA) invited selected individuals to serve as members of a panel in Washington, D.C., with a specific task to "shape a process for aggregating and analyzing student English proficiency and student academic achievement data from biennial Title VII evaluation reports" (Letter of Invitation, 1997).

Delia Pompa, OBEMLA's director, told panelists that December 1997 would be the first time that biennial evaluation reports of new Title VII programs (systemwide, comprehensive, enhancement), funded two years ago under the 1994 *Improving America's Schools* (IAS) legislation, would be submitted to OBEMLA. The purpose of the evaluation is three-fold:

- To ensure that districts use the data in meaningful and useful ways,
- To ensure that OBEMLA uses the data to create new technical assistance strategies, and
- To ensure that the evaluation data informs policy.

By law, the new Title VII programs must compare limited-English-proficient (LEP) students with non-LEP students in the areas of school retention, academic achievement and gains in language proficiency. The evaluation must also provide evidence of the appropriateness of the programs' implementation indicators as well as provide program context indicators.

This evaluation study is but a piece of a larger OBEMLA research agenda that was created to address OBEMLA's performance indicators. The first objective is to improve English proficiency and academic achievement of students served by Title VII of the *Bilingual Education Act*. The indicators include the following:

- *1.1 - English proficiency.* Students in the program will annually demonstrate continuous and educationally significant progress on oral or written English proficiency measures.
- *1.2 - Other academic achievement.* Students in the program will annually demonstrate continuous and educationally significant progress on appropriate academic achievement measures of language arts, reading and math.

INTERESTINGLY, IF A STUDENT IS NOT ACHIEVING IN MATHEMATICS, THERE IS NO NATIONAL CALL FOR ABOLISHING MATHEMATICS FROM OUR CLASSROOMS OR FOR MAKING IT ILLEGAL TO ADD OR SUBTRACT OR MULTIPLY.

- *1.3 - Success in regular classrooms.* Sixth grade students who were identified as LEP in the first grade and who have been in the program for five years or who have successfully exited the program will perform comparably to similar non-LEP students on English language academic achievement measures by fiscal year 2000.
- *1.4 - Low retention.* LEP students in programs will be retained in-grade at rates comparable to similar non-LEP students by fiscal year 1998.

These performance indicators drive OBEMLA's research agenda. The research agenda includes the benchmark study, field-initiated research, the previously described evaluation study, professional development, data collection, capacity building, expected gains study, inclusion of LEP students in assessment, and transfer of reading skills.

The expected gains study is particularly noteworthy. Its research question is whether expected score gains for native English-speaking students (adequate progress) should apply to LEP students given the following:

- Educational research has never defined how to determine significant educational progress for LEP students.
- Research on second language acquisition and bilingual education has established that LEP students tend to require specific strategies for learning and achieving high standards.
- The literature has established that LEP students' learning process in English is not necessarily parallel to native English speakers.

This study will determine what student gains should be expected yearly in English proficiency and content area achievement (En-

glish and native language arts and reading and math) for LEP students who are in effective, high quality programs specifically designed for them. The study will ultimately yield expected yearly gains based on the level of English proficiency, grade span, grade level at entry, native language and educational background.

It is important that researchers never lose sight of one important underlying premise: All students - whether LEP or not - are expected to achieve. No algorithm or equation must be formulated without this incontrovertible belief. Furthermore, educators must never use a "research-based" formula for expecting less than excellence for all students.

OBEMLA has provided guidance to Title VII grantees through the *IASA Title VII Writing the Biennial Evaluation Report* (June 1997). This guide provides grantees with a concise review of the evaluation requirements, approaches for writing reports, data collection methods, and roles and responsibilities of the evaluator and program staff.

OBEMLA expects to receive 32 systemwide program reports, 106 comprehensive program reports and 97 enhancement program reports. OBEMLA will have the challenge of analyzing and synthesizing 235 evaluation reports with different reporting formats, different data sources (given the variety of assessment instruments for language proficiency and achievement) and different contextual indicators.

A review of a small sample of programs showed a variety of different language proficiency assessment instruments including the Language Assessment Scales (LAS), the Idea Proficiency Test (IPT), the Language Assessment Battery (LAB) and Woodcock-Muñoz, the Prueba and Iowa Test of Basic Skills (ITBS). Academic achievement was measured using the Comprehensive Test of Basic Skills (CTBS), the California Achievement Test - Edition Five (CAT5), the Texas Assessment of Academic Skills (TAAS), portfolios, and other state and district assessment tools. Further complicating the task is the probability of missing academic achievement data and/or low student numbers in the comparison of LEP and non-LEP students due to the number of

Evaluating Title VII - continued on page 19



José A. Cárdenas, Ed.D.

THE INNOVATION OF BILINGUAL EDUCATION

Editor's Note: In October, Dr. José A. Cárdenas presented closing remarks to participants at the 25th annual conference of the Texas Association for Bilingual Education. Below is an adaptation of the text of his presentation.

I am honored to have been selected to present closing remarks at the session of this 25th annual conference of the Texas Association for Bilingual Education (TABE).

The honor is much more appreciated when considering that this year is my last in 48 years as a professional educator. Of these 48 years, 18 years were spent prior to the serious consideration of bilingual instruction as a methodology appropriate for limited-English-proficient (LEP) children and 30 years since the advent of bilingual programs.

I was an early advocate of bilingual education, with my first involvement occurring at the 1966 Tucson conference. I participated in the writing of the federal *Bilingual Education Act of 1968* and in the writing of all state bilingual education legislation in Texas.

I take pride in having provided the advocacy and financial support for the organization of both TABE and the National Association for Bilingual Education. For these efforts, I have been honored several times by each of the two associations.

The closing of this conference coincides with the closing of my professional life. It is impossible to retire as a professional educator without reviewing the history and status of this segment of education that has been such a dominant part of my life for 30 years.

Many years ago, someone facetiously described five phases of innovation. Each innovative idea goes through the five periods of enthusiasm, disillusion, panic, rewarding the non-participant and punishing the innocent. I wish it were not so, but bilingual education as an innovative concept has not been exempt from these five phases.

In the 1960s, the education community greeted bilingual education with great enthusiasm. The early enthusiasm was followed by disillusionment over the institutionalizing of the concept. The concern developed into panic at the thought that an educational methodology had emerged that required specialists with special understandings, training and skills in addressing the needs of a special school population.

Non-participation was rewarded as the entire nation developed a xenophobic opposition to bilingual education in favor of the traditional methodology. And finally, the innocents were punished through increased harassment of bilingual programs and bilingual personnel.

On this 25th anniversary of the TABE, we face the beginning of a recycling of the five phases. We are again seeing the initial enthusiasm for bilingual education as if it were an innovative approach to the teaching of LEP children.

At the same time, opposition to bilingual education continues because of the availability and acceptability of five myths that continue to undermine this methodology. In order to prevent the cycle from repeating itself, it is necessary to acknowledge and attack these myths.

The first myth is the assumption that LEP children were being taught adequately before the implementation of bilingual programs. Opponents of bilingual education yearn for a return to the days of yesteryear, the "good 'ole days," when problems in the education of LEP children did not exist and everyone was happy. Unfortunately, the reality is quite different. Early supporters of bilingual education grasped at the innovation – any innovation – when looking at the deplorable conditions in the education of minority and LEP children. The problems included institutionalized failure, repetition of grades, lack of achievement and overagedness in grade. Dropout rates for LEP children ranged from 80 percent in the better performing schools to 100 percent in the worst.

Unfortunately, there was little accountability and the failure of minority and LEP children was not considered worth recording. But those of us who were around during those days have painful memories of the "good 'ole days" before bilingual education and the massive failure of the educational system.

The second myth about bilingual education is that it is an expensive methodology that the schools cannot afford. The truth is that the cost of bilingual education is trivial compared to the cost of the failure to provide an adequate education to a large segment of the school community.

It should be sufficient to note that holding back children for one year while they acquire some English language competence in the traditional approach costs 10 times what it costs to implement a bilingual education program, and LEP children not in bilingual programs are commonly retained two or three times.

A third consistent myth is that bilingual programs teach the native language to the exclusion of English. In response to this myth, I offer the same challenge I offered William Bennett when he was Secretary of Education: "I dare you to show me one classroom in any public school in the country where instruction in the English language is not a dominant part of bilingual education." Secretary Bennett chose not to accept my challenge; none of the critics will accept it today.

I deem it essential that supporters of bilingual programs consistently deny that the programs are not a substitute for the learning of English and instead describe bilingual education as a better way of teaching English.

The fourth myth is that bilingual programs focus on the culture associated with the native language. In response, I only need to say

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The Innovation - continued from page 10

two words and you can make your own inferences: "I wish."

Even if this were so, I would not have a problem with this type of instruction. Most of the school curriculum relates to the dominant culture. Expending a limited amount of time on the ethnic culture is not undesirable. Critics of bilingual education would have us believe that an understanding and appreciation of the native culture detracts from loyalty to the dominant culture. This is not so. In my book, *My Spanish-Speaking Left Foot*, I state that "multiculturalism is, like love, infinite. The love we give to a first child is not diminished when the second child is born" (see box).

The fifth myth is that bilingual education has not been successful during the past 30 years of implementation. The truth is that it has been very successful in spite of unjustified opposition, a lack of administrative support, inadequacies of materials, a shortage of teacher preparation and inadequate resources. The evidence is in, although many choose to ignore it. Children in bilingual education programs learn English faster and better than do children in traditional programs, and they accomplish this without academic retardation or retention in grade.

After 48 years of working in the teaching profession and serving as a very active advocate for improved educational opportunities for minority and LEP children, I can evaluate the outcomes of bilingual education as an educational methodology and conclude: It was a good idea then, it is a good idea today. It has worked, it is working, and it will continue to work. I trust that the time will come in the near future when psychologically debilitated xenophobes will find something else to fault, and the state and the nation will provide adequate support and resources for this educationally sound and experientially successful educational methodology.

José A. Cárdenas is the director emeritus and founder of IDRA. Comments and questions may be sent to him via e-mail at jdca@idra.org.



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My Spanish-Speaking Left Foot

by José A. Cárdenas, Ed.D.



It was inevitable that José Angel Cárdenas would spend most of his professional life working in the development of multicultural and bilingual programs. He was born in Laredo, Texas, in 1930 with an extensive number of relatives on both sides of the U.S.-Mexico border. In his fourth book, Dr. Cárdenas combines laughter and insight as he re-lives his encounters growing up in a multicultural environment. He depicts the cultural influence of Mexico and the Spanish-speaking world on a Mexican American living in the United States.

"I remember sometimes saying that I was born with my right foot in the United States and my left foot in Mexico. I specifically designate my left foot as the Spanish-speaking one because I was taught in the U.S. Army that the left foot always comes first, and Spanish was my first language."

— José A. Cárdenas

In addition to illustrating his childhood capers and his travels throughout Central and South America, Dr. Cárdenas provides compelling reflections of multicultural topics such as wealth, class, language, religion, education and family. Dr. Cárdenas served more than 47 years as a professional educator and is the founder and director emeritus of the Intercultural Development Research Association (IDRA). IDRA is based in San Antonio and works with schools across the country and internationally to improve education for all children.

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EFFECTIVE BILINGUAL EDUCATION PROGRAM CHECKLIST

1. **Vision and goals** exist, are communicated to students, and guide the instruction.
2. **Program leaders** are well-informed on the rationale for bilingual education and share an active commitment to bilingualism. They proactively involve the community and private sector in the design and development of the bilingual program.
3. **Linkages to central office staff** are facilitated by clear roles and responsibilities of central staff. The central office staff provide leadership, credibility and respect for the program.
4. **Program articulation** indicates that there is a common program of instruction across grade levels that has been aligned with developmentally appropriate practices and student language proficiency levels in English and students' first language.
5. **Student assessment and progress monitoring** uses baseline student data on language and content knowledge to plan and adjust instruction.
6. **Classroom and school organization** is based on the most efficient way of maximizing the impact of instruction. It creates small organizational arrangements (e.g., families, academic teams) to increase communication among teachers.
7. **Classroom and school climate and environment** communicates, in concrete ways, high expectations to LEP students, a sense of family, a high level of trust among all school personnel, and shared responsibility and decision making.
8. The program shows respect for a **diversity of cultures**. All languages used for instruction share equal status. Their use is determined by students' proficiency levels, and the students' first language is used to teach content areas.
9. **Sufficient and appropriate books** and instructional materials are available in all languages used for instruction.
10. **Instruction** is interactive, hands-on, collaborative and meaningful to students. It is innovative and uses a variety of techniques that respond to different learning styles. Instruction integrates the use of technology for both languages. It uses a "sheltered approach" to gradually introduce content area instruction in English.
11. **Staff selection and development** includes screening to ensure proficiency in both languages, training for teachers to become action researchers and adjusting the program to ensure that all teachers are able to serve LEP students. Teachers feel supported and free to innovate.
12. **Parents** feel welcome and play different roles (leadership, decision making, resource) in the educational process. The school provides opportunities for parents who do not speak English to participate.
13. **Accountability** is improved when responsibilities for student success are clear and have been shared with all school personnel.

Effective Implementation - continued from page 1
schools articulate instructional programs using the following process:

1. Align the instructional program with the campus vision and goals. In other words, keep the campus vision and goals in mind when designing the program.
2. Create a "map" that defines student characteristics and the paths that will be taken to reach the vision and goals.
3. Consult the research to identify the key principles and framework that will guide the identification of program components and strategies.
4. Package the program so that all stakeholders can see relationships among program components.
5. Select appropriate materials to include sufficient student reading materials in the library and classrooms.

Student Assessment and Progress Monitoring

When teachers sense that students are progressing academically and socially, they tend to do more for students. To reach this point, teachers must be supported by a system that continuously provides student data on the students' proficiency levels in the first language and English.

Furthermore, teachers must have information on students' growth in the content areas. This data should be acquired through a formal and informal system. Teachers must reflect on the data, activities and strategies they used during a certain period of time. Decisions must be made to adjust instruction on the basis of this information. Teachers learn to rely on this system to inform the instructional decision-making process.

Classroom and School Organization

The ideal classroom organization is one in which the teacher capitalizes on the most efficient use of available resources, both material and human. There is always an effort to expand and enhance resources, but limitations (such as shortage of books or lack of commercial Spanish materials) do not inhibit good teaching.

Space and materials utilization and arrangement must be based on the most efficient way of maximizing the impact of the classroom. For example, a self-contained classroom of 30 students without a teaching assistant may be arranged so that students have easy access to guidance and support not just from the teacher but from their peers

Effective Implementation - continued on page 13

Effective Implementation - continued from page 12
(by sitting in close proximity) and from media equipment (such as a computer) that is set up for students to manipulate independently.

An effective way to organize the school involves the creation of small organizational arrangements (e.g., families, academic teams) to increase communication and support among teachers. Maximizing teacher interaction in this manner addresses teachers' professional developmental needs and the need for providing students the most focused adult attention.

Classroom and School Climate and Environment

The ideal classroom and school climate is one in which high expectations are concretely communicated to *all* students. In this climate, each student knows specifically what is expected of him or her and, most importantly, that this expectation involves learning at his or her maximum level. Such high expectations connect students with the teachers' belief in students' ability to succeed academically.

A prevalent relationship among all personnel that is based on genuine trust produces a positive environment. A high level of trust is overtly nurtured daily by all staff at successful schools during meetings and as they go about their teaching and learning responsibilities. These campuses are effective because decision-making responsibilities are shared concerning how to improve the quality of instruction and how to establish a climate where instruction consistently benefits all students.

Furthermore, LEP students flourish when they and their teachers feel safe and cared for. As with other students, LEP students succeed on campuses that are orderly, disciplined and maintained in a caring and dignified way. The ideal classrooms and schools provide for special language needs by adding special programs or certain instructional components, carefully calculating how these are to be integrated into the existing curricula.

Use of Both Languages and Cultural Diversity

On the campuses where effective bilingual programs operate, there is campus-wide respect for the cultural differences of students. Teachers - bilingual, English as a second language (ESL) and mainstream - use cross-cultural interactions (where students and teachers learn from each other and

THE KEY TO PROGRAM SUCCESS IS CLEAR ARTICULATION OF THE COMPONENTS BY EVERYONE INVOLVED... THE IDEAL CLASSROOM AND SCHOOL CLIMATE IS ONE IN WHICH HIGH EXPECTATIONS ARE CONCRETELY COMMUNICATED TO ALL STUDENTS.

about each other in deep and meaningful ways) and publicly display value for students' native languages.

The specific instruction of LEP students is characterized by a structured use of the two languages. The amount of language use is based firmly on the assessment of language proficiency in English and the native language. Students learn language arts and content areas in both languages following a plan for transitioning gradually to all-English language and content instruction. Native language and academic instruction are based on the knowledge of first and second language acquisition.

Availability of Books

The most successful classrooms are print-rich. There are many books in dual languages. In effective schools, these books represent the best available and those that are the most linguistically and culturally appropriate for the school's student population. In some classrooms, there are state-adopted basals for Spanish language arts and ESL as well as other supplemental materials supplied by the school and teachers. Books in the classrooms should be used extensively by students and teachers.

Instruction

The instructional strategies employed by effective bilingual teachers mirror strategies used by effective language arts teachers. Additionally, they include specific methods targeted to LEP students. The instruction comprises part of a "comprehensive program" designed to meet their needs. It gradually introduces content instruction in English using a "sheltered approach." The program should be designed so that students always have additional opportunities to master critical skills.

Teachers in effective classrooms follow a general process that addresses a variety of learning styles. They stress hands-on

activities that are active, collaborative, and of high interest and relevance to all students. The most successful classrooms also integrate the use of technology and make it available to students in both languages. Although students in the bilingual program receive specialized instruction, they should have opportunities to participate in the core curricular activities of the school in various ways.

Staff Selection and Development

Successful programs have teachers who feel at ease with the students' first language and English. They are literate in both languages. The school provides classes in the first language for teachers who want to become proficient in specific content areas. For example, the social studies themes addressed in their classrooms are used as the content for language development class. Teachers are given the opportunity to develop vocabulary related to the theme and are provided opportunities to facilitate a discussion on the topic with other peers. Effective teachers feel that expanding their vocabulary is essential.

In successful schools teachers receive staff development that

- values their knowledge and experience,
- uses the collective knowledge of the teachers to develop solutions,
- provides new knowledge and skills that support the instructional programs they are implementing,
- supports teachers with on-site technical assistance such as classroom modeling and mentoring,
- celebrates successes teachers experience with other teachers, and
- pairs teachers with presenters in planning workshops and other training activities.

It is important to have a teaching staff that is knowledgeable on effective content teaching and language development practices. In other words, the bilingual education classrooms are "cutting-edge" in content area methodology and language acquisition and development.

Parent Involvement

In effective schools, the parents of LEP students are well informed about the bilingual program as well as the general curricula and other activities in which the students participate. The correspondence sent home to parents is always in the home language, as is the information they receive in the school.

Effective Implementation - continued on page 16

BILINGUAL EDUCATION UNDER ATTACK: MISCONCEPTIONS FUEL THE FIRE

Anna Alicia Romero

Misleading negative campaigns across the country are endangering the future of bilingual education programs. At the national, state and local levels, bilingual education is being attacked for its alleged inability to properly and quickly teach the English language to non-English speaking students despite research to the contrary. As this movement to scrap bilingual education gains national appeal, the educational future of language-minority children hangs in the balance.

Congressional Activity

In the U.S. Congress, legislators attempted to adversely impact funding for Title I programs and put those funds into block grants for school-to-work programs. This would affect such programs as *Goals 2000*, school technology, charter schools, teacher training and bilingual education (Lazarovici, 1997).

In its version of the education funding bill, the Senate voted to place \$13 billion of education funds into block grants. Rep. Peter Hoekstra (R-Michigan), chairman of the House of Representatives education oversight committee, took a cue from this and proposed placing \$11 billion into block grants in the House version. But he withdrew his amendment before it could be voted on in the House. It is believed that insufficient support in the House was the reason for the withdrawal.

As the congressional leadership geared up for the final phase of the education funding bill and pursuit of the block grant issue, President Clinton threatened to veto the funding bill if a block grant provision was included in the package.

Unz Initiative in California

The effort gaining most attention in the education community, is the so-called "English for the Children Initiative" in California. This campaign against bilingual education programs is being launched by a Silicon Valley millionaire, Ron Unz, along with Gloria Matta-Tuchman, a school teacher and supporter of English language immersion. Unz ran as a Republican candidate for governor of California against the current governor, Pete Wilson. He says that as a businessman, he is concerned that bilingual education today is doing a poor job of preparing students for today's workforce, and

UNTIL LANGUAGE-MINORITY CHILDREN ARE SEEN AS CAPABLE LEARNERS AND NOT AS LANGUAGE-DEFICIENT LEARNERS, THE DEBATE OVER EFFECTIVE BILINGUAL EDUCATION PROGRAMS WILL CONTINUE TO BE A BURNING ISSUE.

he is dedicating personal funds for the initiative. It is popularly believed that Unz is hoping to find an issue around which he can increase his name recognition and rally popular support in order to advance his political standing with his party and in his state (Streisand, 1997).

In California more than 1.3 million students – or nearly a quarter of the state's student population – receive some type of bilingual instruction. Unz claims that his approach would assure that students will experience rapid language acquisition and can be placed in mainstream classes sooner. According to Unz, only about 5 percent of LEP children actually become proficient in English under the current system, an unacceptably high rate of failure (English for the Children, 1997). What Unz neglects to mention, however, is that the shortage of bilingual teachers, adequately trained staff and resources for a growing population of language-minority students are the root of the problem.

If passed, the initiative will:

- Outlaw the use of bilingual instruction for LEP students unless the district is petitioned by at least 20 parents seeking bilingual classes for children in the same grade level at the same campus. The process is repeated every year that parents request bilingual instruction.
- Implement the use of sheltered English immersion for LEP and non-English speaking children up to age 10 for one year.
- Place LEP children into mainstream classes after one year of intensive English instruction.
- Make teachers and administrators personally liable if students are "willfully and repeatedly" refused participation in a sheltered English immersion program.

The move to put the initiative on the ballot began in July of 1997 and has garnered the number of required signatures (valid signatures from 5 percent of the statewide electorate) to go before voters in June of 1998.

A groundswell of bipartisan and multi-ethnic support is coming from various groups and notable individuals, including the famed school teacher, Jaime Escalante, whose unorthodox teaching techniques helped a group of students in an inner city Los Angeles high school to achieve a perfect score on the math portion of their SAT tests. The apolitical Escalante has agreed to be honorary chairman of the effort to abolish bilingual education in California because he says that to be successful in this country's schools, students must be able to dominate the English language and that is exactly what many are lacking (Skelton, 1997).

Opposition to the Unz initiative is coming from several long-time education advocacy organizations such as California Tomorrow, the Mexican American Legal Defense and Educational Fund (MALDEF), and the California Association of Bilingual Educators (CABE).

According to CABE, Unz's arguments against bilingual education in the state of California, an "English-only" state, are misleading. The majority of students in bilingual education programs are in fact receiving instruction in English and with minimal success. A CABE position paper states that this method of English language instruction is only effective for 5 percent of students (CABE, 1997). It takes six to nine years for students to become proficient in English under a well-developed and well-taught bilingual program (Olsen, 1997).

In a recent telephone poll in California, respondents indicated their support for the initiative on the basis of rapid acquisition of the English language, but were opposed to making the decision a statewide mandate (Gunnison and Asimov, 1997). Instead, those polled indicated that they would be more supportive of an effort that allows districts to determine whether bilingual programs should continue in their schools.

Advocates for bilingual education are countering the Unz initiative with information campaigns. They report that once voters are fully aware of the true objectives of

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NATIONAL TESTING UPDATE

In his State of the Union Address in February of 1997, President Clinton announced that his first priority for the next four years was, "to ensure that all Americans have the best education in the world," and he called for a "national crusade for national standards" (1997). Challenging every state to rise to the occasion and adopt high national standards by the year 1999, the president devised a voluntary national testing program in order to gauge progress in reaching this goal. The tests would be administered at the fourth grade level for reading and at the eighth grade level for math. "Good tests will show us who needs help, what changes in teaching to make, and which schools need to improve," Clinton said (1997).

Seven states have agreed to participate in the testing program: Alaska, Kentucky, Maryland, Massachusetts, Michigan, North Carolina and West Virginia. At least 15 school districts voiced their intention to participate as well.

However, the president found opposition not only from his traditional foes in Congress, but also from a coalition of eight civil rights groups, the Leadership Conference on Civil Rights. In a letter to the president, the group expressed concern that the national test may be detrimental to students with limited English proficiency and other language-minority children since the test would be administered only in English.

"We are convinced that in its present form, the national test proposal will not serve the children most in need of educational opportunity," stated the letter signed by representatives of the Lawyers Committee for Civil Rights, the NAACP Legal Defense and Education Fund, National

Council of La Raza, National Women's Law Center, People for the American Way, and the Center for Law and Education (Lazarovici, 1997).

The resulting compromise was that the eighth grade test in math would be given in Spanish and English. Despite this agreement, implementation of the national tests has been halted until the 1999 fiscal year as a result of congressional opposition to tests in general.

Last summer, IDRA sent a letter to the president urging that any tests that are conducted be done so in the appropriate language for the student. Otherwise, the more than 2.5 million limited-English-proficient (LEP) students in the country would be excluded from the national testing program, meaning that a significant number of children would not be represented in the test results. Furthermore, the letter stated:

Testing LEP children through an English-language test penalizes those children. Although they may be reading at grade level in their home language, the test results will not show their achievement... The effects could be detrimental to children if the results are used to determine school grades, retention or assignment to special programs (Robledo Montecel, 1997).

IDRA wants to ensure that LEP children are held to the same high standards expected of English-proficient children and that they are tested appropriately.

Charged with the task of studying the possible implications of voluntary national testing, the National Academy of the Sciences must give a report of its findings to Congress by September 1, 1998. Specifically, the study will examine and make rec-

ommendations relating to the following:

- technical quality of any test items for fourth grade reading and eighth grade mathematics;
- validity, reliability and adequacy of developed test items;
- validity of any developed design that links test results to student performance;
- degree to which any developed test items provide valid and useful information to the public;
- whether the test items are free from racial, cultural or gender bias;
- whether the test items address the needs of disadvantaged, LEP and disabled students; and
- whether the test items can be used for tracking, graduation or promotion of students (Conference Report, 1997).

It appears that the president will have a difficult time convincing skeptics for several reasons including the fear of increasing federal regulation of school districts and the concern for adequate assessment of language-minority children. Already, districts in Los Angeles, Houston and El Paso - who had been early volunteers for the test - have retracted their commitment to take part in the national project because of its exclusion of LEP students.

Resources

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- Lazarovici, L. "Civil Rights Groups Line Up Against Clinton's Tests," *Education Daily* (September 9, 1997).
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bilingual education and the impact of the initiative if it passes, then support for the initiative wanes (Gunnison and Asimov, 1997).

Orange County, California

Voters in the Orange Unified School District in Orange County, California caused another strike against bilingual education and heightened the attention around the statewide debate. Voters passed a referendum to eliminate the use of bilingual instruction in the district's public schools by

the third grade.

The referendum comes after probes by the Office for Civil Rights (OCR) earlier this year of the district's decision to displace bilingual education programs with English language immersion programs at the beginning of the 1997-98 school year. Judge William Shubb (of the U.S. District Court for Eastern California) ruled that the district was not violating *Title VI of the Civil Rights Act* prohibiting discrimination on the basis of race, color or national origin (Boyer, 1997a).

Complaints filed by parents of LEP

children that the English immersion program was emotionally and academically hurting their children were dismissed by Shubb as merely "anecdotal" and not an indication of any federal violation. Nevertheless, OCR will continue its investigation of the district's compliance with federal regulations.

Supporters of the statewide Unz initiative saw the Orange County vote as an indication that the public no longer puts its faith in bilingual education and is looking for quicker ways for children to acquire English. *Under Attack - continued on page 16*

Denver

A lawsuit against the Denver public schools was filed by the OCR. The district is accused of not meeting the needs of LEP students. The district is in possible violation of Title VI of the *Civil Rights Act*. Although the district tried to arrive at a plan that would be acceptable to OCR to serve language-minority children in the district, it was not enough to convince the agency to stop the suit. Other violations related to disabled persons are also being cited against the district including violations of Title II of the *Americans with Disabilities Act* and Section 504 of the *Rehabilitation Act* (Boyer, 1997b).

Dallas

A Texas Education Agency (TEA) report found a high percentage of LEP students who are being exempted from participation in bilingual education in Dallas Independent School District. In Texas, bilingual education is required if 20 or more students in one grade level are considered limited English proficient. But according to the report, the district is not providing programs for many language-minority children in its schools that meet these conditions (NCBE Newsline, 1997).

Conclusion

We seem to be witnessing the withering away of the gains that so many in the education and civil rights community made 20 and 30 years ago. Access for all students, including language-minority students, to an adequate education is becoming an increasingly difficult issue to defend in this country. We are hearing complaints that the alleged failure rate of bilingual education is not just cause for

WHAT IS NOT BEING VOICED IN THE SAME BREATH IS THAT EFFECTIVE BILINGUAL EDUCATION PROGRAMS ARE NOT TO BLAME, BUT RATHER SHORTAGES IN QUALIFIED BILINGUAL TEACHERS AND POORLY CONSTRUCTED PROGRAMS — INCLUDING ENGLISH LANGUAGE IMMERSION PROGRAMS BEING TOUTED AS BILINGUAL PROGRAMS — ARE THE CULPRITS.

concern, but reason enough to abolish it.

What is not being voiced in the same breath is that effective bilingual education programs are not to blame, but rather shortages in qualified bilingual teachers and poorly constructed programs — including English language immersion programs being touted as bilingual programs — are the culprits. Until language-minority children are seen as capable learners and not as language-deficient learners, the debate over effective bilingual education programs will continue to be a burning issue.

Can educators and the community at-large allow our children to be haphazardly educated or victimized by the counterproductive teaching methods being proposed by anti-bilingual advocates? As a country, we must learn from previous mistakes. Research-based teaching practices must be taken seriously to bring out the best in children and enable them to become productive members of a democratic society. Instead, a growing number of people are returning to

"sink-or-swim" policies as if these are effective practices.

In this democratic system, our efforts must lie with the equitable education of all children and defense of their right to such education. We must therefore remain vigilant at all levels — local, state and national — that language-minority children not be excluded from the opportunity to achieve excellence in our public schools.

Resources

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- California Association for Bilingual Education (CABE). *The Proposed Unz Initiative: What it Means for Children, Parents and Our State* (Los Angeles, Calif.: CABE, 1997).
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- Skelton, G. "In Any Language, Escalante's Stand is Clear," *Los Angeles Times* (November 13, 1997).
- Streisand, B. "Is it Hasta la Vista for Bilingual Ed?" *U.S. News and World Report* (November 24, 1997).

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Effective Implementation - continued from page 13

In successful schools, parents of LEP students always feel welcome and encouraged to interact with the school, even by parents of English-dominant children. Their involvement in school varies. They are encouraged to help at home and in the classroom, as well as to have input in the various decisions the school has to make, from how many computers to purchase to how much homework students should have.

Accountability

Successful campuses have a well-defined system of accountability for administrators, teachers, parents and students. Administrators know their roles and responsibilities

in seeing that LEP students are progressing academically and that the necessary resources are available. Teachers know what is expected of them in terms of instructional programming, continuous assessment measures, and curriculum and instructional adjustments. Teachers know that their responsibility is to observe benchmarks for students to reach within a certain period of time. Having students reach these benchmarks is celebrated in the classroom and on the campus level.

In effective schools, parents meet with teachers and administrators to discuss their individual and team responsibilities. Collectively the team provides support to ensure that students reach the goals estab-

lished for all students.

On the other hand, student outline the ways in which they will be responsible for their learning. These responsibilities are shared with parents. Students, parents and teachers discuss and reinforce the importance of meeting these responsibilities in ensuring success.

Resources

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THE EETNet INSTITUTE: BUILDING TECHNOLOGY PLANNING ENDURANCE

Miguel Guhlin, M.A.

A British political scientist once said, "We must plan our civilization or we must perish." Many Texas school districts will do just that if they fail to plan for technology integration. But, as another saying goes, "Education is plagued by fads." While technology is not a fad, many may continue to treat it as such. The STAR Center* Excellence and Equity through Technology (EETNet) institute was designed to build technology planning endurance, to help school districts plan this new networked, Internet civilization that our children will have to learn in and build.

Let me share some of the important things the EETNet planners and facilitators learned, as well as the comments EETNet participants made via an on-line discussion group. My goal is to share my understanding of what EETNet is, as well as talk a little about the participants in the first EETNet institute. First, a little background on the network.

What is the Excellence and Equity through Technology Network (EETNet)?

Title I schoolwide campuses in Texas had and will continue to have the opportunity to participate in a joint project facilitated by a regional education service center, the Intercultural Development Research Association (IDRA) and the STAR Center* (www.starcenter.org). This collaborative supports participating schools in a multi-year effort designed to increase achievement for all students through innovative instruction that is technology-enhanced.

Activities include an on-line needs assessment to provide immediate electronic feedback to each campus team, hands-on introductions to cutting-edge instructional technologies, individual consultations with experts in the areas of instructional technology and school reform, and the opportunity to engage in long-range technology planning supported by a network of colleagues and technical assistance providers.

In order to participate, schools had to meet the following criteria:

- ★ Have Title I schoolwide programs.
- ★ Be representative of the diversity of the region:
 - District and campus size.
 - Educational level (elementary school, middle/junior high school, high school).

- Geographic (urban and rural).
- Language, culture, race and ethnicity.
- ★ Provide evidence of a pro-active interest in using technology to improve instruction, for example:
 - A technology committee that is looked to for leadership.
 - A vision and mission statement for technology that guides campus decision-making.
 - Several staff members who are at intermediate or advanced levels of knowledge about technology and several others interested in increasing their knowledge base.
 - Above average student and teacher access to technology.
- ★ Express a commitment to a long-term pursuit of excellence and equity through technology by agreeing to:
 - Send a campus team of at least four members to the institute.
 - Create (or refine) a five-year campus plan for technology and submit it for

review to other EETNet participants.

- Return for a two-day follow-up institute.
- Participate in on-line discussions with other institute participants via the Internet during the school year.

Participating school teams receive a notebook consisting of materials integral to successful technology planning. In addition to use of the web site, school teams are able to share their experiences via on-line discussion groups.

Where Can You Access EETNet Materials?

The Education Service Center Region 20 agreed to host the EETNet web site (www.esc20.k12.tx.us/techserv/eetnet). It features an on-line discussion group, on-line materials with PowerPoint slide shows and handouts, web resources of the month, legislative actions and a variety of suggested, proven strategies to use in the technology planning process. The EETNet web

The EETNet - continued on page 18

Technology Services
ESC-20
Home Page

ONLINE DISCUSSION GROUP

WEB RESOURCES OF THE MONTH

EETNet Materials

LEGISLATIVE ACTIONS

INSTITUTE FEEDBACK

Excellence and Equity through Technology Network (EETNet)

View the Photos from the first EETNet Event!



Title I schoolwide campuses in Texas have the opportunity to participate in this joint project by the Education Service Center, Region 20, the Intercultural Development Research Association and STAR Center. This partnership will support the schools selected for EETNet inclusion in a multi-year effort designed to increase achievement for all students through innovative instruction that is technology-enhanced.

Activities will include an on-line needs assessment to provide immediate electronic feedback to each campus team, hands-on introductions to cutting-edge instructional technologies, individual consultations with experts in the areas of instructional technology and school reform, and the opportunity to engage in long-range technology planning supported by a network of colleagues and technical assistance providers.

Ten schools will be selected from the applicants based on certain criteria. Participating school teams will receive a notebook full of materials integral to successful technology planning. In addition to this web site, teams will be able to share their experiences via on-line discussion groups.

Did You Know...

You can keep up to date on the latest in educational technology by visiting **TECHSERV Online**!

Useful Features
Make it through the technology planning process this school year with:

- online discussions
- the planning process
- saving money
- grant materials

Undercover: Campus Technology Committees at Work
Learn to what other campus technology committees have had to say about the technology planning process.

EETNet Home Page

ONLINE DISCUSSION GROUP

WEB RESOURCES OF THE MONTH

EETNet Materials

LEGISLATIVE ACTIONS

INSTITUTE FEEDBACK

The STAR Center is the comprehensive regional association center funded by the U.S. Department of Education to serve Texas. It is a collaboration of the Intercultural Development Research Association (IDRA), RMC Research Corporation, and the Charles A. Dana Center at the University of Texas at Austin. For information about STAR Center services, call 1-888-EYE-STAR.





This EETNet web site is sponsored by the STAR Center at IDRA and Education Service Center, Region 20. For more information about the Institute, contact the STAR Center at IDRA (210-644-6100), IDRA@idra.org or Miguel Guhlin, EETNet Region 20 (210-224-1176, miguel@esc20.net).

site offers its statewide members a "home base." But, more than that, it offers anyone who is involved in technology planning a model to follow, from a myriad of approaches to a people-centered process of planning for technology integration.

How Will EETNet Participants Continue Their Technology Planning?

The EETNet discussion focuses on achieving the three goals below.

Goal #1: Maintain a high level of interaction between EETNet participants on-line. In this first example, an EETNet member is asking a question regarding TIE grants. Blanca Hemann, an education specialist for technology services at Region 20 responds to the following query.

From: Jay Fulton, Kennedy HS
Date: 9/1/97 Time: 3:11:35 PM
Remote Name: 204.31.238.138
Blanca, Hi, this is Jay Fulton from Kennedy HS. Yesterday I met with Javier Uribe and we were discussing the TIE grant. Can you give us some clarification on a point? We know that we need to join with a private school. They need to be within our district, correct? Do they need to be directly within our school's boundaries (e.g., Holy Cross HS is really closer to Memorial HS, which apparently has no technology focus - could we team up with them, or do we need to team up with St. John Berchmann's, which is just at the end of our block). Second, do we need to have the school assess the number of Title I students that it has who would attend our school? (e.g., The number of their students, who, if attending JFK, would be considered Title I with free lunch, etc...). Third, do we need to have the schools determine how many of their students actually live in our district boundaries? Or do we just count the number of students that they have and go on from there? Any assistance that you can offer would be greatly appreciated. Thank you for an enjoyable and informative workshop! :)
Sincerely, Jay Fulton, Kennedy HS
(jfulton@ solutions.kennedyhs.emg.com)

Re: For Blanca - Q on TIE Grant
From: Blanca Hemann, ESC 20
barizpe@tenet.edu
Date: 9/3/97 Time: 5:49:02 PM
Kennedy HS posted the following questions concerning the TIE grant. What

follows is the list of questions and responses. Hopefully, this message will give some guidance and clarification.

Question #1: Does the private school need to be within your school boundaries? *No*, the private school needs to be within your school district boundaries. However, we would recommend that you make an attempt to contact both Memorial HS and Holy Cross HS to show you tried to extend the offer to all parties.

Question #2: Do we need to have the private school assess the Title I student enrollment? *Yes*. Look at Part I, Appendix Three in your TIE Request for Application booklet.

Question #3: Do we need to have the private school assess the number of students that live within the district boundaries or count the private school's total enrollment? Use the private school's total enrollment

Let us know if we can be of further help.
Good Luck!

Goal #2: Allow teams of teachers and administrators to post information as a group, rather than as specific individuals. The web-based discussion group does not require an e-mail address, although participants are encouraged to get an e-mail account. For example, the following message was posted by Bellaire Elementary EETNet Team from Harlandale ISD in San Antonio.

To: Bellaire Smarts
From: the bobcats
Date: 8/29/97 Time: 3:16:49 PM.
We learned what Bellaire needs to improve the technology status.
2. We thought out of the box and developed a community center project.
3. We developed a vision statement to drive the work ahead.

Follow-up: The committee will meet on a regular basis. The committee will meet with Jo McCollum, our district supervisor, to devise a training plan. The team will develop a standard operating procedures manual for the school. We will upgrade the current technology and, by May of 1998, have all teachers on the Internet.

Goal #3: Respond to regular assignments related to technology planning and encourage participants to share how they are continuing the process of technology planning at their campus.

From: moderator
Date: 8/29/97 Time: 3:32:09 PM

Region 20 EETNet campus teams:

On Friday, August 29, you developed the first two pieces of your campus technology plan: the vision statement and some goals and objectives for the four long range plan areas (teaching and learning, educator preparation and development, administration and support services, and infrastructure for technology). You also engaged in some activities that helped you assess your technology needs (Learning with Technology Profile Tool; first Blue Skies picture).

We are sure that you have gone forward with the planning process at your schools and may have even begun implementing some new things. To bring us up to date, by Sept. 20 please post the following to the discussion group: needs assessment - summary statement of what your team found to be the strengths and needs of your current technology situation; vision statement - as you created it at Region 20; goals and objectives - your Region 20 set plus whatever new ones you have added; and action plan time line.

Reflections on EETNet via the Discussion Group

The first EETNet Institute received many comments from participants via the discussion group:

"I've enjoyed sharing and learning about technology at different schools. Having a mission statement and goals and objectives makes me feel much more secure about our future progress. I am anxious to return this spring and see how we've all progressed."

"I learned that as educators from several different districts we share many common concerns and problems. As follow-up, I will arrange and provide staff development in using our computers as educational tools."

"We have just completed the most exciting training ever. These presenters must have escaped from a circus act. They are all such hams. We can't wait for them to come and inflict this training on all at Brackett ISD. See ya (that's short for you if you're a Yankee) soon!!!"

"This has been an exciting experience. I was introduced to the potential of technology assisted instruction. I plan to use technology in my future workshops and become computer literate."

It is clear that participants and facilitators were excited about what they learned at the EETNet Institute. Perhaps the reason for that was not that we spent so much time on using technology as on sharing and discussing real people concerns. As Aurelio Montemayor, IDRA staff member and EETNet facilitator, stated, "Remember that we began together without all the technology... and now, in this circle, we end without all the technology. That's important."

Spring 1998 EETNet Follow-up Institute

Some of the topics being considered for the spring follow-up institute include the following:

- Revisit budget development: refining, how to spend money, etc.
- Grant writing in greater detail.
- Samples of funded program proposals.
- How to deal with vendors (separating the wheat from the chaff). Support? Small

issues such as buying a software vs. hardware infrastructure.

- How to deal with techno-phobia among teachers.
- Conversations about software from other users. Recommendations and cautions. Show-and-tell top 10 picks. Software companies and manufacturers.
- Models from schools that are using technology successfully. Showcase campuses that are using a variety of technologies successfully.

One of the key points that we need to consider as educators who use technology is that we must plan for the future, whether that future be tomorrow or the next century. Jeanne Martinez, one of the EETNet planners and Region 20 technology services coordinator, highlighted this point when she shared the following proverb at the end of her presentation on the ideal plan for Texas schools: "Dig a well before you are thirsty."

(IDRA, 1997).

There is no argument that programs (including bilingual education programs) or strategies should be rigorously evaluated. However, the underlying premise for the evaluation must always be to maximize students' achievement while recognizing their inherent strengths. The questions asked in an evaluation differ greatly if the assumptions are that some students are deficient and will never achieve than if the assumptions are that all students are valuable and none is expendable. With this latter premise, evaluators and researchers must ask if *all* students are achieving and if programs are in fact making a positive difference in students' achievement and success in schools.

These are the fundamental questions that should be asked of those accountable for student results - teachers, administrators, policy-makers, parents and communities. The answers lie not only in the "bottom line" of student outcomes but also in those previously mentioned "intangibles," leadership, experienced and qualified teachers, and the valuing of all students. An exemplary program cannot work on a campus that lacks these factors.

When bilingual education programs do not work, it is usually not the result of poor pedagogy. It is the result of inexperienced or unqualified teachers and a hostile or indifferent administration and/or community.

Yet, when students do not achieve, bilingual education is often seen as the cul-

If you think it is time to start digging, contact Dr. Chris Green (cgreen@idra.org) at IDRA to find out how you might be able to get involved in this free technology planning institute being hosted around Texas.

Miguel Guhlin, M.A., is an educational specialist and TENET master trainer for Education Service Center Region 20. Comments and questions may be sent to him via e-mail at mguhlin@esc20.k12.tx.us.

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** The STAR Center is the comprehensive regional assistance center funded by the U.S. Department of Education to serve Texas. It is a collaboration of the Intercultural Development Research Association (IDRA), the Charles A. Dana Center at the University of Texas at Austin, and RMC Research Corporation. For information about STAR Center services call 1-888-FYI-STAR.*

Evaluating Title VII - continued from page 9

students often exempted from taking these tests.

At the October meeting, panel members (mostly researchers and evaluators) discussed how to reconcile these complexities so that the evaluation findings would be useful and meaningful. The integrity of the data, validity and reliability issues, and the appropriateness of the instrumentation used, all factored into the conversation. They also discussed the "intangibles," the contextual variables (leadership, implementation, staffing, etc.) that are often difficult to convert to quantifiable measures, yet are critically important in making sense of the outcomes.

Making sense of the outcomes is more important than ever. Bilingual education is under vigorous attack in this country despite significant research that sound bilingual education programs work. If reasonable and rational heads do not prevail, this country may find itself with classrooms where it is illegal to speak a language other than English. OBEMLA, IDRA and others are determined to ensure that all of this country's children have equity and excellence in their education. Bilingual education is one proven method that should not be denied them.

Secretary of Education Richard W. Riley stated:

Bilingual education ensures that students who are not native English speakers get the necessary grounding in core academic subjects while making the transition to all-English classrooms

pruit. Interestingly, if a student is not achieving in mathematics, there is no national call for abolishing mathematics from our classrooms or for making it illegal to add or subtract or multiply.

In effective classrooms, strategies are put into place, teachers are provided the resources including professional development, and administrators provide the needed support so that all students master mathematics. Also in place in effective classrooms are ongoing assessments of mastery and competence so that quick corrective measures can be taken as needed.

Evaluation and research are critical components of effective programs and strategies. But their true power comes from our ability and commitment to use the information for improving student outcomes and ensuring that all students achieve in an equitable and excellent environment.

Resources

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Josie D. Supik, M.A., is the director of the IDRA Division of Research and Evaluation. She was a panelist at the OBEMLA meeting. Comments and questions may be sent to her via e-mail at idra@idra.org.



Fifth Annual IDRA
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Preconference seminar: Early reading and the pre-school child.
 Book signing reception: Latina author Dr. Carmen Tafolla.

Institute: \$75 each (includes reception and Thursday luncheon)
 Preconference seminar: \$45 each (includes reception)
 Reception only: \$15

Sponsored by the Intercultural Development Research Association (IDRA). Supporting IDRA projects include the Desegregation Assistance Center – South Central Collaborative for Equity and the STAR Center (the comprehensive regional assistance center that serves Texas via a collaboration of IDRA, the Dana Center at UT Austin and RMC Research Corporation). Hotel reservations can be made by calling 210/224-7155.

For more information or a registration brochure contact Hilana Bauer or Carol Chavez at IDRA. 210/684-8180; e-mail: idra@idra.org.

Visit IDRA's web site: www.idra.org!

Sample Concurrent Session Topics



The Key to Classroom Organization

Learning Centers:
 Time Management
 Learning Centers: Logistics
 Bilingual Issues:
 Time and Treatment

The Key to Oral Language Development

Nursery Rhymes
 Poem and Song
 Rhythm Dance
 Phonemic Awareness

The Key to Play

Talking about Play: Play and Oral Language Development
 Play and Thinking:
 A Mind for Play
 Play and Social Development:
 That's What Friends are For

The Key to Parental Involvement

Parents as Advocates for Children's Success
 Parent Leadership Skills
 Family Rights

The Key to Core Curriculum

One, Two, Three it's Math for Me
 Science: The Wonder of it All
 Social Science: My Heritage, My Culture and Myself

The Key to Technology

Using Visual Media as a Tool to Culture Self-Discovery
 Integrating Technology into Instruction

The Key to Assessment

Appropriate Assessment
 Alternative Assessment
 Language Assessment



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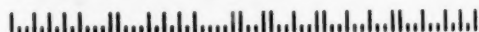
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